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ACADEMIC CULTURE OF HIGHER EDUCATION STUDENTS: CURRENT PROBLEMS ANALYSIS

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A certain amount of Ukrainian and foreign researches are devoted to the study of various aspects of academic culture: M. Boichenko (philosophical foundations of academic culture); S. Kolomiiets, V. Kubko (axiological dimension of academic culture); I. Pak (factors of academic culture of Ukrainian students formation and features of its manifestation); L. Polishchuck, K. Haidukevych, O. Slobodianiuk (the role of the scientific and pedagogical staff in academic culture of higher education students formation), etc. However, despite the existence of a significant number of studies, organization and conduction of various training courses on academic culture, in particular with the involvement of international experts on integrity, the problem of formation of academic culture among applicants to higher education institutions in Ukraine remains relevant.

The phenomenon of academic culture is 'characterized by historically determined specificity and modern academic culture in a certain sense has an international character and, despite the fact that it is aimed at the production of new knowledge, has a conservative character. In the conditions of the process of unification of education, the activation of various forms of intellectual communication and academic mobility, as well as the fundamentally international nature of science, there is a need to highlight the phenomenon of academic culture as a general phenomenon inherent in any educational institution that is formed in the process of receiving education, engaging in scientific activities and organizing in the scientific and educational sphere' [1, 23].

Our researches concerning the process of developing the policy of academic culture in higher education institutions indicate dual nature of problems associated with a number of aspects:

1) moral and ethical vs. legal – a historically formed system of values, thinking in the categories of 'friendship', 'pity', 'remorse of conscience', etc., the significance of the type and scope of activity in observing the principles of academic integrity are opposed to the need to implement the norms established at the legislative level;

2) categorical nature of the regulatory framework vs. ambiguity of responding to violations of academic integrity – on the one hand, there are rules that have to be followed without fail, on the other hand, individual problems and violations are ignored and do not receive a proper solution;

3) formal nature of educational and informative measures on academic integrity issues vs. insufficient level of awareness of the need to adhere to the rules and principles of academic integrity and to develop academic culture;

4) insufficient financial support of scientific researches vs. high cost of goods and services in the field of scientific activity (relatively low salaries and scholarships, the existence of certain needs for updating material and technical base, etc. and, in contrast, high cost of publishing the results of scientific research in reputable publications and undergoing international internships, etc.);

5) the presence of signs of bureaucratization in the higher education system vs. formalization of the results of educational and scientific activity – the risk of formal ‘introduction’ of international recommendations, with a simple rewriting of translated procedures and policies;

6) propaganda of the image of the ‘ideal’ participant in the educational process vs. the existence of previous, often negative experience on issues of academic integrity (all applicants come to higher education institutions with some level of academic culture and experience of academic mischiefs acquired at school or college; the emergence of dissonance between existing recommendations and practical implementation of academic integrity policy, the emergence of psychological pressure, etc.

Discussing the strategic directions of academic culture development in higher education institutions of Ukraine, L. Polishchuk and K. Gaidukevych hold the opinion that the presence of a clear, effective and transparent system of supporting a high level of academic culture with strict adherence to requirements and rules for all participants in the educational process without exception is capable of integrating a high level of academic culture into the academic plane of higher education institutions [2, 33].

We consider the following promising ways to solve the above problem:

1. The need to conduct simultaneous coordinated work on the implementation of the academic integrity policy in higher education institutions in two directions:

a) educational work aimed at forming honesty, a responsible attitude to educational and scientific activities, respect for all participants in the educational process and the results of their work, increasing self-esteem and faith in one's own strengths, etc.;

b) information and explanatory work, which involves conducting methodological seminars on issues of academic integrity with the aim of

b) information and explanatory work, which involves conducting methodological seminars on academic integrity in order to understand the essence of academic integrity.

I. Pak emphasizes that academic culture ‘changes in parallel with the change of society as such and, first of all, under the influence of transformational processes in the higher education system. The educational system, as is known, reacts to any changes

that occur in the process of development of society and acquires new features that are the result of certain, including cultural, changes. Changes in the political system, the development of scientific and technological progress, population growth form the conditions not only for the internal transformation of universities, but also enhance their influence on the socio-cultural space' [Pak, 26].

2. Implementation of the discipline 'Academic Integrity'/'Anticorruption and Academic Integrity' to the curriculum of higher education students at the first (bachelor's) level at the first year of study (adding this educational component to the cycle of general academic disciplines) on the basis of a practice-oriented student-centered approach.

3. In addition to the regulatory framework (the code of academic integrity, regulations on the ethics of scientific research, etc.), designed in accordance with the requirements of formal style, it is important to compile methodological materials and conduct events on academic integrity for higher education students in a modern format that draws attention to current problems (specially organized trainings on the formation of skills and abilities in academic scientific writing, developing academic culture; workshops on the practical development of scientific research skills, compiling checklists for preparing a scientific project, etc.).

Formation of time management skills, which allow students to adjust the deadlines for work, rules and principles of time organization and, thereby, contribute to achieving maximum useful efficiency in education. Trainings on psychological relief and resilience and the formation of self-regulation skills are also extremely relevant.

4. A clearer formulation of responsibility for violations of academic integrity and communication of possible sanctions to all participants in the educational process. Definition of the procedure for resolving conflict situations and its strict adherence without exceptions.

5. Provide participants in the educational process with free access to specialized programs for checking their own scientific/creative works for the presence of illegal borrowings and implement this in everyday practice.

Currently, checking scientific/creative works by the level of originality of the text is carried out using specialized licensed programs in accordance with the database of the HEI repository and HEI repositories that have a cooperation agreement. In contrast, checking works in accordance with existing databases of the World Wide Web guarantees the author's confidence in the originality of his work.

6. Application of modern approaches to motivating the activities of all participants in the educational process (methods of indirect stimulation, methods of self-motivation, adaptive management, etc.).

Thus, we conclude that the problems that Ukrainian higher education is currently facing are related to a number of historical, socio-cultural, psychological, pedagogical and legal factors and rightly require a certain period of time to resolve them. The effectiveness of the implementation of the academic integrity policy and the development of academic culture directly depends on the readiness of all participants in the educational process for qualitative changes and their coordinated work.

The conducted research does not claim to provide a comprehensive coverage of all aspects of the problem and their exhaustiveness. We see the prospects of our scientific exploration in this direction as the analysis and systematization of the successful experience of implementing the academic integrity policy of leading higher educational institutions according to the QS rating.

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ЛІПЛЕННЯ ЯК ЗАСІБ РОЗВИТКУ ТВОРЧИХ ЗДІБНОСТЕЙ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

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Творчі здібності є однією зі складових частин творчості. Творчість у психолого-педагогічній літературі розуміється, як діяльність, завдяки якій створюються нові матеріальні та духовні цінності [3].

У тлумачному словнику С. Гончаренка творчість розуміється, як важлива людська діяльність, завдяки якій створюються нові матеріальні та духовні цінності суспільної значущості.

Розвиток творчих здібностей починається з дошкільного віку. Батькам і педагогам закладів дошкільної освіти слід стимулювати дітей до занять різними видами мистецтва, формувати нові знання, уміння, навички. Дитина стає самостійною. Під час виконання завдань спостерігаються прояви наполегливості [2, 316 с.].

Слід зазначити, що завдяки творчості реалізується внутрішній потенціал, задуми, ідеї. У процесі створення нового дитина використовує набутий досвід. У психолого-педагогічній науці відокремлюють два підходи. Один із них розглядає творчість на створення важливих цінностей, де приділяється увага критеріям нового та оригінального. Інший підхід